DOCUMENT RESUME

ED 321 898 PS 018 969

TITLE Learning Activities Parents Can Do with Their Children.
INSTITUTION Arizona State Dept. of Education, Phoenix.
PUB DATE Sep 89
NOTE 43p.; For related documents, see PS 018 966-968. Printed on pink paper.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Elementary School Students; Elementary Secondary Education; Guidelines; *High School Students; *Kindergarten Children; Language Arts; *Learning Activities; *Parent Role; School Readiness

ABSTRACT

Learning activities parents can do with their children are described. Descriptions of activities are organized according to three age ranges: kindergarten through 3rd grade, 4th through 6th grade, and 7th through 12th grade. Initial discussion concerns pointers for parents of kindergartners; 41 things schools expect children to do before they enter first grade; and ways for parents to help their children learn to read. The learning activities for children in kindergarten through 3rd grade can take place in the kitchen, while shopping or traveling, and during vacation trips. Parent participation in children's learning of basic skills is also covered. Learning activities parents can do with children in grades 4 through 6 fall into the same categories as those for the younger children. Activities to enhance basic skills during waiting periods for children in grades K-6 are also described. Learning activities parents can do with children in grades 7 through 12 concern reading comprehension, encouragement of reading, thinking skills, a language experience story, study skills, math, career planning, words used in following directions, and an essential vocabulary. Suggestions for helping junior high and high school students conclude the guide. (RH)

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Learning Activities Parents Can do with their Children

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C. Diane Bishop, Superintendent
September 1989

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Printed in Phoenix, Arizona
by the
Arizona Department of Education
Total Copies Printed 300
Total Printing Cost $263
Unit Printing Cost ..... $ .88
Date of Printing 9/89

"Real partnership comes when parent and teacher recognize that each has a role, vital but different, and that together they can accomplish more than just twice as much. They give the child the security of feeling that these important people in his life are pulling together."

Alice V. Keliher

Pointers for Parents of Kindergarten Children

Before the school year begins:

Prepare your child for kindergarten throughout the summer, before he starts.

1. Talk with your child about what kindergarten is going to be like.
2. If possible, take your child to visit his teacher and school before he starts.
3. Take your child to buy supplies that he will need for kindergarten. Most teachers will provide a list of supplies that will be needed, such as crayons and glue. (These supplies could be given to him by his teacher if parents forget to get them. But it is very important to the child's feelings of security to use things at school that he can identify as his own.)
4. Another preparation that is very important, especially for children living out in the country, is to know your child's school bus number and the driver. This will help to ease your child's biggest fear of getting home safely.

If you plan to drive your child to school, your leaving him the first day can make him uncomfortable, especially children who have not been in day care or nursery school. Leaving your child in the care of his teacher as quickly as possible will make the transition much easier. After about three to four weeks into the school year, most children will be adjusted to the school routine and parents are encouraged to visit often.

As the school year progresses:

Your child will bring home papers and art projects he has done. There are some things to remember:

1. Show a real interest in his work.
2. Make comments and give plenty of praise.
3. Make a special box or drawer for his work, or post it on the refrigerator or other place, and keep it through the year.
4. Don't make fun of the work.
5. Don't let other children ridicule his work.
6. Don't just glance at his work, then throw it in the trash.

Practicing these "do's and don't's" will help your child to have a feeling of confidence and security in his abilities. He will take pride in his work and strive to do his best.

By taking an interest in your child's work and by keeping in touch with his teacher, you will know how well your child is progressing though the year. You will be aware of any problems your child might have.

One way to help your child at home might be to take 10-15 minutes each night and go over areas he has covered in school, especially problem areas. For example, you might make flashcards of the alphabet and play a game with your child. How quickly can he learn to say the letters with just one look? How many letters can be removed from the stack because your child really knows them?

Some basic areas to be covered in kindergarten are:

Recognizing colors and color words; visual discrimination of shapes, sizes, likenesses, and differences; recognizing numbers and number words to ten; identifying initial consonant sounds; identifying rhyming words; and writing the alphabet and numerals.

A child's day in kindergarten might include:

Math and reading readiness activities; music; art; social studies, covering such areas as awareness of self, families, and others around us; safety awareness; and awareness of holidays; physical education; lunch; rest time; and science, in areas such as awareness of animals, plants, weather and the world around us.

With your help and cooperation with the kindergarten teacher and school, your child will have a successful first school year and will develop a love for and appreciation of school. (Alabama Community Education, 1984)

FORTY-ONE THINGS SCHOOLS EXPECT CHILDREN TO DO BEFORE THEY ENTER FIRST GRADE

1. Know complete name and be able to print at least his/her first name.
2. Know home address and parents' name.
3. Be able to count to 10 or 20; recognize numbers 1 to 5; have some idea of the numbers 1 to 5.
4. Have knowledge of left and right.
5. Be able to tell or make up a story of a few sentences.
6. Know the 8 colors.
7. Know a circle, a square, and perhaps a triangle.
8. Have had experiences with coins so that he can recognize a penny, nickel, dime or quarter.
9. Know birth day and present age.
10. Know how to do some handwork such as cut, paste, color and paint.
11. Know the names of the days of the week.
12. Know the meaning of "est" words (largest, smallest, highest, etc.).
13. Know opposites (winter-summer, full-empty, hot-cold, up-down, in-out, etc.).
14. Be able to listen to another child or an adult for at least a minute without interrupting; be able to listen (hear and attend) to directions; be able to follow the action of a story being told or read to him/her.
15. Be able to make up a story (a few sentences) from a picture.
16. Be able to take part in discussions by attending (listening attentively) to the speaker and the subject of discussion; by adding to or offering suggestions; by demonstrating suggestions; or by bringing relevant illustrative materials.
17. Know 15 or 20 Mother Goose rhymes.
18. Be able to distinguish sounds, low and high, loud and soft, far and near, etc.

19. Be reasonably healthy - sees well and hears well.

20. Dress and undress self. Attends to his/her toilet independently.

21. Be able to throw a ball, skip, run, and jump, handle crayons, scissors, etc. with ease for his age.

22. Be learning to express self in an acceptable manner.

23. Be able to adjust to strange places and people without becoming upset if properly prepared before hand.

24. Pretend to read and write if he sees others doing it.

25. Try to solve own personal problems.

26. Be interested in and receptive to new ideas and experiences within limits for his/her age.

27. Usually try new tasks readily unless conditioned against them by previous unsuccessful attempts.

28. Execute small duties in a responsible manner.

29. Enter group play voluntarily and play with minimum difficulty.

30. Accept authority easily when he understands.

31. Prefer children for company rather than adults.

32. Usually be happy and cheerful.

33. Be cooperative and eager to learn.

34. Develop an attention span of up to five or more minutes without interrupting.

35. Have the ability to complete a task suitable to his age.

36. Be able to share adult attention with others the same age.

37. Carry out simple directions.

38. Group related objects such as food, animals, clothing, etc.

39. Be able to interpret pictures.

40. Ask questions or display curiosity about letters, numbers and words.

41. Express self with a rapidly increasing vocabulary, adding as many as one or several new words to his list each day.

FUN FOR THE WHOLE FAMILY!

YOU CAN HELP YOUR CHILDREN LEARN TO READ!

1. Read to your child form a very early age. Make it a pleasant experience.

2. Read yourself and share what you read. Create a family reading hour.

3. Listen to your child read. Discuss what has been read.

4. Encourage your child to talk and really listen.

5. Give your child books for gifts on birthdays, etc. Join a book club on his level. Establish a shelf for child to keep books. Encourage a card file for books child has read.

6. Subscribe to a daily newspaper and magazines. Read articles aloud and discuss.

   Encourage your child to establish this habit as soon as possible.

   Encourage the clipping of ads, pictures, letters, etc.

7. Join and use your public and school libraries. Secure a card for your child and let him choose the books he wants to read. Show child value of books, point out how books can answer questions for the child.

8. Medicine-cabinet reading - concentrate on reading labels on bottles, boxes, jars and tubes found in the bathroom.

   Use only those that are not dangerous and poisonous with small children. This will also aid in teaching that no drug is put into the body without parental instructions.

9. Reading in the kitchen - read the labels on cans, boxes, etc. This teaches the names of contents and can lead to the reading of menus and measurements of contents used in preparing recipes.

10. Reading pertaining to hobbies - reading record covers, cards of sports figures, instructions for playing games, construction of models, etc.

11. Reading signs when traveling - reading and playing games of locating license plates from certain locations, reading directions and road maps.

12. Reading charts placed on strategic places throughout the home and changed periodically might include:

    a. Inside bathroom door - large chart of a poem that child will learn effortlessly when he spends time in the bathroom.

    b. Vocabulary list of new words the family has been discussing in the news be placed on inside of the bathroom door.

    c. Schedules and notes placed on refrigerator door. For the young child a simple picture can be substituted for a word he may not be able to read in the sentences.

d. Schedules for study, quiet time, baths, meals, etc., can be placed on bulletin board and child encouraged to read and follow.

13. Hang up a chalkboard on which to write messges. Have a family bulletin board, too, and occasionally pin up cartoons and short magazine articles you think your child will enjoy. (Kelley, n.d.)

FOUR MINUTE FUN

The following activities can be done in just four minutes a day in an informal parent-child learning experience. No advance preparation is needed; no additional materials are required. These activities can be done anytime, anyplace - at home or in the car, at breakfast or dinner - whenever you have a few spare moments.

"Yummy Alphabet"

Think of all the delicious things there are to eat. Besides my favorites and your favorites, there are other things people dearly love to eat. Directions: Parent and child take turns, each naming a delicious edible for every letter of the alphabet. Use your imagination for those difficult letters.

"Long or Short Vowel Sounds."

Directions: Parent and child take turns, each telling one word that has the same vowel sound as the example given.

1. The long sound of "A: as in the word "cake."
2. The short sound of "E" as in the word "pet."
3. The short sound of "I" as in the word "pin."
4. The long sound of "U" as in the word "tune."
5. The long sound of "O" as in the word "boat."
6. The short sound of "A" as in the word "bat."
7. The short sound of "U" as in the word "but."
8. The long sound of "E" as in the word "keep."
9. The short sound of "O" as in the word "hot."
10. The long sound of "I" as in the word "kite."

"Alphabetical Boys."

Directions: Parent and child take turns, each giving the name of a boy as you start with the letter "A" and continue through the alphabet to the letter "Z". (For which letter of the alphabet can you think of the most names?)

"Alphabetical Girls."

Directions: Parent and child take turns, each giving the name of a girl as you start with the letter "A" and continue through the alphabet to the letter "Z".

"Words that Rhyme."

Directions: Parent and child take turns, each giving one word that rhymes with the following words.

1.	barge	7.	fuse	13.	jewel
2.	seated	8.	teacher	14.	thumb
3.	would	9.	zest	15.	snow
4.	thirty	10.	lunch	16.	trouble
5.	storm	11.	jumps	17.	school
6.	plaid	12.	away	18.	fright

"Mrs. Mason Makes Meatballs."

Directions: The object of the activity is to name objects that begin with the sound of "M". The parent begins by saying, "Mrs. Mason Makes Meatballs." Then, the child says, "Mrs. Mason makes _____" and fills in the name of an object beginning with the letter "M". The game continues in this way, alternating between parent and child, each thinking of other things Mrs. Mason could make.

"Sally Sells Salami."

Directions: The object of this activity is to name things that begin with the sound of "S". The parent begins by saying, "Sally sells salami."
Next, the child says, "Sally sells _____" and completes the sentence with the name of an object beginning with the sound of "S".
The activity continues in this way, alternating between parent and child, each naming other things that Sally could sell.

"Beginning Sounds."

Directions: Parent and child take turns each naming three words that begin with the following:

1.	bl	6.	sl
2.	cl	7.	br
3.	fl	8.	dr
4.	gl	9.	fr
5.	pl	10.	cr

"Initial Blends."

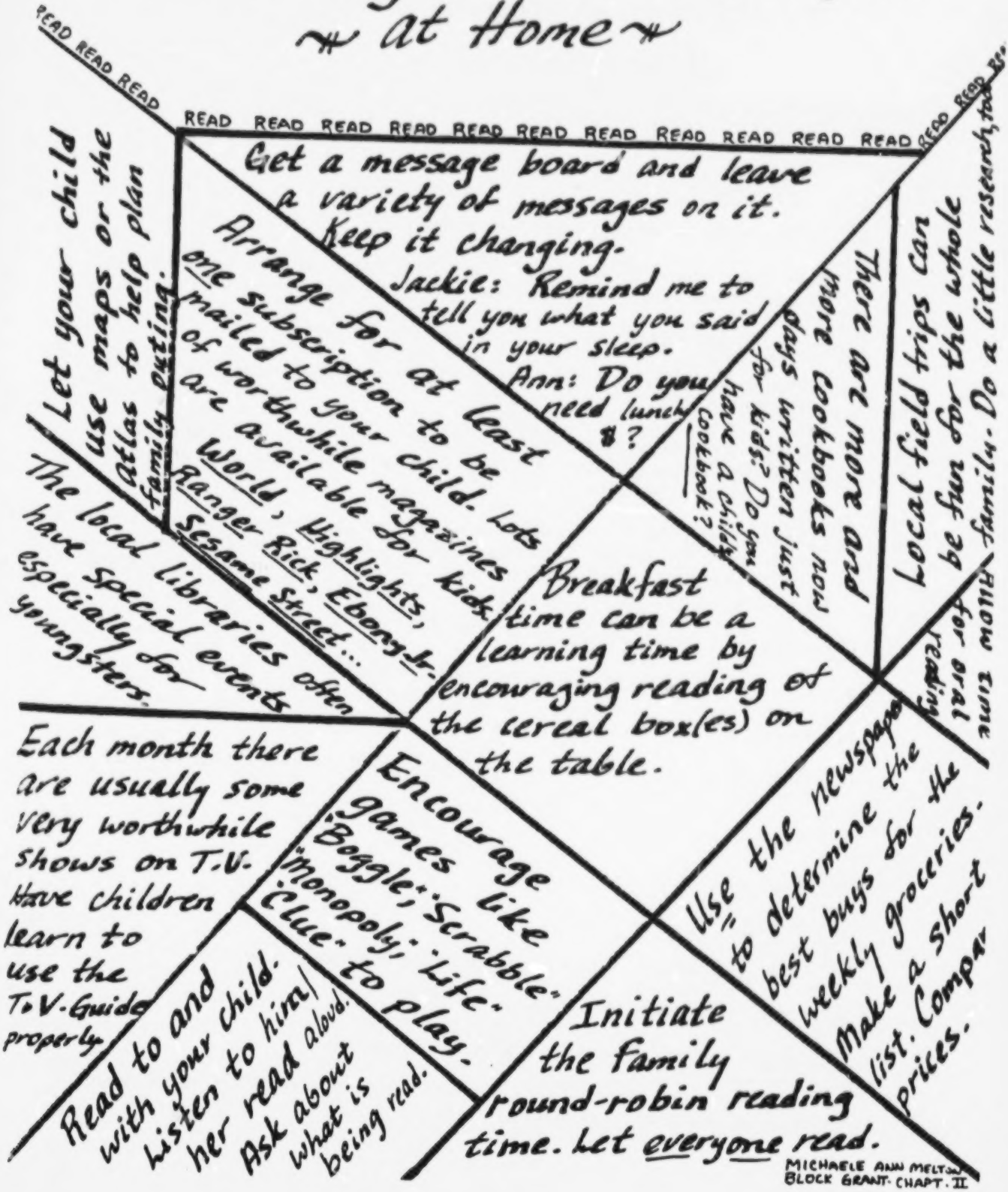
Directions: Parent and child take turns each giving three words that begin with the following sounds.

1.	sc or sk	7.	ch
2.	sm	8.	sh
3.	sn	9.	wh
4.	sp	10.	th
5.	st	11.	qu
6.	sw	12.	scr

"Whisper Words."

Directions: Parent and child take turns naming a word that begins with the "whisper" sound of "WH". See how many words you can think of in four minutes! (Hardt, 1976)

Motivating Children to Read at Home


READ READ READ
READ READ READ READ READ READ READ READ READ READ READ READ
Get a message board and leave a variety of messages on it. Keep it changing.
Jackie: Remind me to tell you what you said in your sleep.
Ann: Do you need lunch $?
Arrange for at least one subscription to be mailed to your child. Lots of worthwhile magazines are available for kids: World, Highlights, Ranger Rick, Ebony Jr., Sesame Street...
Let your child use maps or the Atlas to help plan family outing.
There are more and more cookbooks now days written just for kids? Do you have a child's cookbook?
Local field trips can be fun for the whole family. Do a little research, too!
Allow time for oral reading.
Breakfast time can be a learning time by encouraging reading of the cereal box(es) on the table.
The local libraries often have special events especially for youngsters.
Each month there are usually some very worthwhile shows on T.V. Have children learn to use the T.V. Guide properly.
Encourage games like "Boggle", "Scrabble" "Monopoly", "Life" "Clue" to play.
Use the newspaper to determine the best buys for the weekly groceries. Make a short list. Compare prices.
Read to and with your child. Listen to him/her read aloud. Ask about what is being read.
Initiate the family round-robin reading time. Let everyone read.

MICHAELE ANN MELTON
BLOCK GRANT - CHAPT. II

LEARNING ACTIVITIES IN THE KITCHEN
Kindergarten-Grade Three

Learning becomes fun when all the family joins in the activities. As soon as a child recognizes the different utensils used in eating, he can be taught to place likes and unlikes in sets; all spoons together, forks, knives, etc.

1. Learning Names

   a. What are the names of the different utensils?

   b. How many spoons do we have? Forks? Knives? Do we have the same number of each utensil? If not, which one do we have the most of?

2. Learning Left and Right

As your child progresses he can also be taught left and right directions by teaching him to set the table.

   a. He can easily learn that the fork is placed on the left side of the plate and the knife and spoon on the right side. Gradually placing the glass and napkin can be added as he learns.

   b. Let him count the number of people eating and the number of plates he will need. Vary the number of plates you give him and let him figure out if he needs more plates or if he has too many. This will help him learn to add and subtract.

3. Unpacking the Groceries Together

   a. Count the cans that have been bought.

   b. Place the cans that are alike together.

   c. Read the pictures on the cans and boxes. Find the words that tell what it contains.

   d. Examine the letters.

   e. What letter does it begin with?

   f. End with?

   g. As the sounds are introduced, ask what the beginning sound is.

   h. Which group contains the most.

4. Teaching Shapes and Sizes - Begin with round shapes.

   a. Examine round plates - dinner, salad plates, dessert plates, paper plates, soup bowls, baskets, table, etc.

b. As the round shape is explored, gradually look for the square, rectangle, etc. in other rooms of the house.

c. An interesting game to play is to have your child visit each room and name or list each shape found in the home, such as:

Square	Round	Rectangle
table	lavatory	bed
	clock	door

Help your child learn to recognize and name shapes.

5. Estimating distances

a. Count the steps from the table to the sink and talk about the distance. Practice the same task with other items in the kitchen.

b. Talk about which item is closer, farthest away.

c. As progress is made, estimate the distance from the table to the bed, etc.

d. Introduce measurement by ruler, tape measure, etc., later.

e. Can you estimate how many miles it is from the house to your grocery store? Let's find out and lead into measurement of miles.

6. Using Machines - What is a machine? What machines are used in the kitchen?

a. Explore and talk about the items in your kitchen.

b. Help your child learn the name of each item and what it is used for.

c. Later, names of machines will be discussed and matched to items. Begin with:

Lever - (fork, spoon, etc.)

Wedge - (knife)

Wheel - (mixer)

Inclined plane - (steps, etc.)

d. How many of each can you find in the house? This could be a good time to emphasize biggest and smallest.

7. Measuring and Cooking - As your children cut their teeth on the colorful measuring spoons and measuring cups, they can gradually be led to see the difference in sizes. You have seen them measure and pour in the sandbox. Now, in the kitchen, let them experiment and learn what the measurements really are.

a. Let them practice 1/2 and 1 cup. Use water for liquid measurement, and dry peas for dry measurement.

b. Let them learn that to share an apple for two, it is to be cut in halves. When they understand 1/2, you might teach them 1/4, etc. Each idea should be used in the kitchen while it is being learned.

c. Later, a pie can be cut into six parts for the family to share so that they gradually learn fractions.

d. Let them gradually learn to list what is needed to be bought in order to use a recipe.

e. Let your child help you cook by following the directions of a simple recipe. (An adult can read the directions aloud if your child is too young to read them.)

Following directions is an important skill for your child to learn!

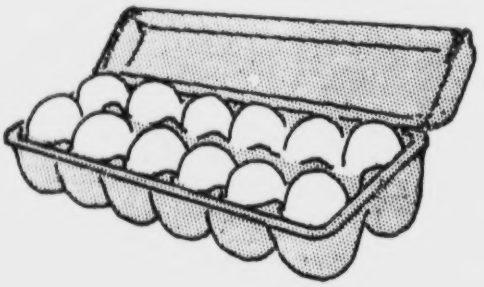
EGG CARTONS HELP TEACH

Egg cartons are always found around the home and are colorful and useful.

1. Use for storing letters and numerals cut from magazines and newspapers, etc. Label the outside with contents for easy storage.

2. Write a numeral in the bottom of each section - left to right and in sequence.

   a. Give your child a box of materials -such as old buttons, small rocks, dry beans, tooth picks, coins, etc. The child is to put the correct number of objects in the bottom of each section. (One object in the numeral section, etc.)



   b. When the child is able to do this correctly he can move to another carton where the numerals have been mixed up, and continue to repeat the learning process.

   c. Write combinations of numerals or single numerals on a card or small piece of paper. The child is to find the answer and place it in the proper slot. Example: 2 + 2 would be placed in the 4 slot, etc.

d. As the child progresses, the cards can include subtraction and multiplication. Place a rubber band around the cards and store for a later game.

3. Use a carton and write a letter of the alphabet in capitals in the bottom of each section - starting with A-Z in order from left to right.

   a. Give your child a box containing the letters of the alphabet (in small letters). Let him put the matching letters in the correct slot.

   b. For a very young child you may begin by matching capital letters and then move to smaller letters.

   c. This idea can also be used for matching pictures with the beginning sound to the letter in the carton. Move to ending sounds and match.

4. For practice in blends, mark blends in the bottom section of egg carton and play Blend Toss.

   a. The child will toss a button or bean into the carton. He then says a word that begins with the blend in which the object landed.

bl	cl	cr	br	str	spr
pl	tr	dr	pr	fr	gr

Suggested Words

frog	grape
break	trick
great	prince
spring	true
stripe	block
plane	close
crack	drink

(Kelley, n.d.)

SHOPPING ACTIVITIES TO HELP CHILDREN LEARN
Kindergarten - Grade Three

Reading

- Read labels and signs to find aisles and departments in grocery and department stores.
- Give child coupon and have him find the item shown.
- Bring a label from home. Have child find item.
- Have older child write some items on list and then find them at the store.

Mathematics

- Count items in basket as you give them to checker.
- Count number of items you buy from bottom shelf.
- Have the child select the correct size containers the family usually uses, such as gallon of milk, large cans of baked beans, small loaf of bread.
- Decide which bag of oranges to purchase by letting the child count the number in smaller and larger bags.
- Read prices and let child identify which items cost more or less.
- Let children look through racks of clothing for their own size.
- Plan a shopping trip with some money for the child to spend as he/she wishes.
- Weigh ten mushrooms and ten apples. Ask if apple or mushroom is heavier.
- Have child figure out best buy in ice cream (or paper towels or other products).
- Give child a quarter and have him or her tell you what can be purchased with it.
- Weigh 1/2 pound of apples or other fruit. Then weigh whole pound and show child the difference.
- Have child buy a small item at the checkout line. Beforehand, help child figure out amount of change he or she will get and what coins the clerk will probably give.

Other:

- Ask children to notice all the people who are employees of the store and the many jobs they do.
- Talk with your child about the decisions you are making as you shop.
- Give children choices about purchases of cereal or other items as special treats.

(Raines, 1982)

TRAVELING ACTIVITIES TO HELP CHILDREN LEARN
Kindergarten-Grade Three

Reading

- Let children point out traffic signs and what they mean.
- Ask the child to give you directions to his/her school, emphasizing right and left turns.
- Point out familiar logos on billboards and let the child read them. Example: Coca Cola, Ford.
- Help very young children recognize the letters in billboards and signs which are also letter in their names.

Language Arts

- Take along some guessing games--activities--like a paper bag of several objects, and let the child feel inside and describe what he/she thinks the objects are.
- Imagine what lies ahead on an unfamiliar road.
- Pretend the child is a trucker, newspaper delivery person, or highway patrolman. What imaginary conversation could he/she have with the family?
- Point out landmarks as you make changes in your travel directions.
- Sing some songs you knew as a child and let your child teach you some from his school.
- Take along a spiral notebook and have your children keep a word and picture diary of the trip noting favorite places, what new foods they ate, the most unusual place or thing they saw, people they met, what they liked or didn't like.

  Before, during or after the trip, have the children decorate the cover. Be sure to write in dates and places visited in this way, your child will have taken an active role in preserving the many memories of the trip for all to enjoy.

Social Studies

- Tape a map of your trip to a piece of cardboard and circle the starting point and destination with a felt tip pen. Have children discuss different routes you might take and why. Have them trace those routes with one color of felt tip pen. On the trip have children use another color pen to trace the actual route traveled. In this way they are more alert to road signs, time and distance between two points.

Mathematics

- Play counting games--count cars, trucks, bridges, billboards, etc. Write or say numbers as far as the child can.

(Raines, 1982; Melton, 1982.)

TAKING A VACATION? LET'S LEARN!
Kindergarten - Grade Three

Many skills can be learned or expanded while you are enjoying a vacation! Take advantage of the time you are traveling to build some of these skills:

1. For a young child, a game to enjoy is learning to recognize the numerals on license plates.

   a. You call out a number and ask her to look until she finds one.

   b. You can vary the game by changing from numerals and asking her to find certain letters on the plates.

   c. Encourage her to learn the abbreviation for the state.

   d. Carry an easy-to-read map along or a study puzzle of the United States and let your child locate the states seen on the license plates on the map and mark them in color or place the states on the puzzle.

   e. At the end of the trip, let her total the number of states she's marked.

2. Use this time to help your child broaden his horizons. Help him to really "see" the world around him.

   a. Point out things in the immediate surroundings, such as the plants and animals.

   b. Discuss these things, name and touch them when possible, discuss what they are used for, etc.

   c. Listen to your child's reaction and the ideas he expresses.

3. Select some activities that fit your child's interest and level of development instead of gearing every plan for the adult. Collect brochures and postcards of sites visited and make a scrapbook.

(Kelley, n.d.)

BASIC SKILLS PARENTAL PARTICIPATION

The following activities have been taken from Basic Skills Parental Participation books developed by the Arizona Department of Education, 1982.

Kindergarten

Computation

SKILL: Counts objects through nine.

PARENT:

1. Make six circles on a piece of paper. Place a number--4,6,2, etc. below each circle.
2. Instruct your child to draw the number of objects in the circle indicated by the numeral. The child may draw whatever he/she likes. Remember: Help your child know when he or she is giving a correct response: "That's right." "You're doing fine."

Communication: Listening and Reading

SKILL: Follows spoken directions.

PARENT:

1. Give your child various directions, starting with no more than three at a time.
2. Your child will need to remember the three directions and do each in proper order.
3. These are some suggestions:
   a. "Close the door; touch the table; then touch her toes."
   b. "Raise your hands; touch your nose; then, tell me your name."
4. If there isn't any trouble with three directions at a time, you can increase the number until it becomes more difficult.

SKILL: Names words that rhyme.

PARENT:

1. With your child, cut pictures of words that rhyme from a magazine. For example: mouse, house; bat, rat; dog, log; chair, bear.
2. Paste these rhyming words on pieces of paper on cardboard to make a deck of cards.
3. A game that can be played with these pictures that rhyme is a game of cards similar to "Go Fish".
4. Mix the cards and give four cards to each player. Put the rest of the cards face down in front of the players.

5. The first player asks another, "Do you have a card that rhymes with _____ (man, house, etc.)?

6. If the player has a card that rhymes he/she must give it to the first player. If not, the first player must draw a card from those lying face down.

7. If a pair is made, the player takes from his/her hand and lays them aside. The game continues until all cards have been matched.

8. The winner is the player who has matched the most rhyming cards.

REMEMBER: Rhymes can be found in many places. You can make up games as you go along.

ANOTHER IDEA: Together identify things in the house that rhyme. Make up a little poem about those things.

First Grade

Computation

SKILL: Demonstrates understanding of 1/2 and 1/4 and recognizes the symbols.

PARENT:

1. Use the following exercises to help you find out if your child understands the meaning of 1/2 and 1/4 (the idea, and the symbols).

2. Give your child many real-life examples of one-half and one-fourth: "Please get me one-fourth (a quarter) of a pound of margarine for these cookies." "Let's cut this orange: one-half for you and one-half for your sister. Measure one-half cup of rice and I'll pour it into the boiling water." Make a conscious effort to find more examples around your house.

REMEMBER: Most children learn very quickly. If you use the words as you work, your child will soon pick them up. Cooking together can be an excellent time for you to teach your child the ideas of one-half and one-fourth. You may want to tell your child that "quarter" means "one-fourth".

Communication: Listening and Reading

SKILL: Identifies sounds of letters in words using phonics skills.

PARENT:

1. Together with your child, cut out pictures from magazines that start with different beginning sounds. Look for pictures that begin with consonants (b, c, m).

2. Make a book for each beginning letter by folding several pieces of paper in half. Paste the pictures in the books.

ANOTHER IDEA: 1. Gather a few magazines or newspapers and three cans or boxes. Cut out pictures that have final sounds of r, d and t. Some examples are:

a. R--door, car, chair, floor, star, flower

b. D--bed, bird, road, bread

c. T--cat, carpet, rat, hat, light

2. Mark the three containers with three different letters--r,d,and t. After you and your child have cut out pictures, sort them by putting each picture into the proper container. Remember, you are sorting pictures that have final sounds of r, d and t. Continue playing the game but choose different letters.

Second Grade

Computation:

SKILL: Counts by twos to 100.

PARENT:

1. Prepare a page with 100 numbers listed across: 1, 2, 3, 4, 5, 6, 7, etc. Help your child count by twos until he/she reaches 100. Ask your child to circle each number as he/she says it.

2. Then ask your child to count out loud with eyes closed. Remember, you can make it fun. If your child says "two," you say "four," your child says "six," etc.

ANOTHER IDEA: 1. Provide your child with 100 small items to use for counting. For example: beans, paper clips, buttons, etc.

2. Put all the items on one big pile. Then ask your child to count aloud by twos using the chosen items.

3. Ask your child to make a new pile by adding two items each time a number is said aloud.

4. Help your child save some nickels. Then use them for counting by fives. For example: Make a grocery list of items which cost up to $1.00. Use the nickels to count the cost of each item.

Communication: Listening and Reading

SKILL: Blends sounds to form words.

PARENT:

1. Together with your child make paper plate word wheels. Take one paper plate and cut off the two-inch edge. On this plate write several beginning sounds. On the other whole plate write one word ending such as "ing". Place the smaller paper plate on top of the bigger one and fasten in the center with a paper fastener. Make sure the middle wheel turns freely.

2. Turn the middle wheel to match each beginning sound with the word ending on the big plate. Have your child blend the sounds to form words.

3. Below are examples for more paper plate wheels:

m - ad	m - ake	t - op	c - an
l	c	c	f
b	l	h	m
s	st	m	p
d	f	p	r
h	r	st	t
p	t		pl

Third Grade

Computation

SKILL: Recognizes and writes numbers to 9,999.

PARENT:

1. First listen to your child count by ones, tens, hundreds, etc. Then listen to your child read numbers such as:

   1. 267 2. 436 3. 8,125 4. 9,999

2. Now watch as your child writes the numerals for the following written numbers:

   a. Two thousand, two hundred sixty.

   b. Eight hundred ninety-two.

   c. Seven thousand four hundred three.

   d. One thousand, three hundred eighty-one.

   e. Nine thousand, eight hundred fifty-three.

ANOTHER IDEA: Make a set of cards containing various numbers to 9,999. For example:

367 8,925 68

2. Put the cards on a pile.

3. Draw a card and name the number. Then tell what number comes before that number, and finally, what comes after that number.

Communication: Listening and Reading

SKILL: Classifies words in groups. For example: fruits, tools.

PARENT:

1. Have your child follow these directions to make a book.
   a. Fold several pieces of paper in half.
   b. Staple the book on the fold.
   c. Title the book "Different Groups".
   d. On each page write the name of a group. For example: furniture, clothing, fruits, vegetables, tools, drinks, people who help us, things that are hot.
2. Help your child think of different things that are part of each group. Write each item under the proper group and draw a picture of each.

SKILL: Draws conclusions from stories.

PARENT:

1. Choose a story or a fable that teaches a lesson, such as "THE BOY WHO CRIED WOLF" or "THE TORTOISE AND THE HARE". Read the book with your child and discuss why the story ended as it did. For example, the tortoise won the race in the story. How was he able to win when he's so slow and the hare is so fast? What lesson did the hare learn from this race?
2. Continue this activity by choosing another book and discussing the ending.

REMEMBER: It is important for your child to understand that many lessons can be learned from reading books. These lessons also can be applied to a person's everyday life.

LEARNING ACTIVITIES

Parents Can Do With Their Children

Grades: 4 - 6

AT - HOME ACTIVITIES TO HELP CHILDREN LEARN
Grades 4 - 6

Reading

- Read package directions for baking and preparing simple dishes.
- Have older children prepare one dish a night for the family's supper.
- Let child read to an older adult in the family.
- Have child read to younger children.
- Follow instructions for putting together model cars.
- If an any age your child seems "turned off" by reading, don't make an issue of it. Casually leave "irresistible" books around--books on whatever the child's current interests are.

Language Arts

- Let children make out grocery list.
- Encourage the writing and addressing of personal greeting cards, invitations and thank-you notes, writing your grocery lists, putting names in your address book. Suggest a backyard "mailbox" for exchanging regular letters with the child next door. Write notes and letters to your children.
- Ask children to look up phone numbers to practice using alphabetical lists. Let your child compile an alphabetical list of friends with their addresses and phone numbers.

Mathematics

- Word games like "Scrabble" can help increase your child's vocabulary and improve spelling.
- Give your child practical experience in using mathematics at home. Mention the size of containers, such as pints of ice cream and half-gallons of milk. Encourage help when you bake, lay carpet, or tile, or seed or fertilize the lawn, and allow your child actually to measure ingredients, areas or quantities of material.
- If your child is having difficulty with multiplication tables, buy or make flash cards and use them on a regular basis. Children will enjoy giving answers they know and will learn more complex problems through drill.
- Compare prices from newspaper ads for eating out at various fast-food restaurants.
- Calculate percentage off coupons from newspapers and magazines.
- Have older children interpret time schedules for television to younger children.
- Bingo, dominoes, toy telephones, card games, board games, calendars and clocks with large numbers all can help familiarize your child with the world of numbers.

Social Studies

- Tape record some family stories for an oral history.

- Schedule a time to play games in the home. These might include:

  a. Who am I? Give some facts about a character in a book, historical figure, or famous person in sports etc. and let the child identify the person. As the child advances he may provide the clues and let you tell the character.

  b. Where do I live? Repeat the process above except use clues to identify states, countries, climate, people, etc.

- Keep an atlas or globe within easy reach to use whenever world affairs come up in family discussion.

- Teach your child the importance of being a good citizen by discussing at the dinner table local candidates for public office, issues and problems of the community. Help with the judgement of each person individually rather than by race, creed or color. Be a good listener. Don't make it a question and answer session.

Science

- Work with your child on projects such as making bird feeders, caring for pets, setting up a home weather station, observing the night sky and preparing a family vegetable or flower garden.

- Stimulate your child to make use of all senses in discovering the surrounding world. Encourage curiosity about the feel of textures and materials, characteristic smells, sounds, tastes, weights and sizes of things.

- Cooking, sewing, mechanic's helper, rearranging furniture, changing light bulbs, installing new appliances are ways to involve your child actively so he or she may think, plan, and learn.

- Children are normally curious and should be encouraged to find answers to questions by patient observation and through the use of references, either at home or in libraries and museums. Let the child manipulate and learn about familiar objects: a dripping faucet, the household water system, a nutcracker, an old doorbell, discarded appliances, locks and door hinges, household plants and gardens. When making household repairs, servicing the family car or other domestic equipment, include your child as an observer.

- Encourage your child to be a "collector." Provide a place for collections, even if it is just a dresser drawer, a soapbox or a shelf in the bookcase.

And remember . . .

Be subtle in helping your child learn. Keep things light-hearted and fun, never grim or tense. Make learning fun for both of you. And remember, listen to your child. Don't stifle curiosity. Don't brush off questions, or after awhile you won't be asked.
(American Federation of Teachers, 1984;Arizona Education Association, n.d.; Raines, 1982.)

SHOPPING ACTIVITIES TO HELP CHILDREN LEARN
Grades 4 - 6

Reading

- Before a shopping trip, have your child read newspaper ads and price the cost of items to be purchased. Encourage comparison of prices and quantities marked on containers to determine the best buys. Allow the child to purchase an item and figure out the change to be received.

Language Arts

- Go to the hardware store and pick up household items you need. Let the child write the list, search them out in the store, pay for them, and help you use them at home.
- Comparison shop from catalogs and mailbox ads. Let child write a wish order and imagine he/she can buy something for everyone in the family.

Mathematics

- Let the child round off prices to the nearest dollar and see how close they are when you check out at the register.
- Have the child total the family bills as you write the checks.
- Compare special bargains at fast-food restaurants and figure out how much is saved.
- Point out unit pricing in food stores and have child get the lowest price on some favorite foods.
- Weigh vegetables and fruits and estimate cost at the register.
- For younger children, "guesstimate" the number of oranges in a bag and then have them count the oranges.
- Give your child an allowance and encourage wise buying.
- After some experience, let your child purchase all the ingredients for a special cake or other favorite baked food item.
- Arrange for a shopping trip to buy a special item the family has saved to purchase.
- Give your child money for a family meal and see what he/she buys.
- If you have a calculator, let the child use it to make quick decisions on best buys.
- Compare oil prices at the gas station and the chain store.

(Raines, Arizona Education Association, 1982; n.d.)

TRAVELING ACTIVITIES TO HELP CHILDREN LEARN

Grades 4 - 6

Language Arts

- Recall a trip you made, whether long or short, and have the child tell all he or she remembers.
- Tell an "add on" story with your child as the main character, and let each family member "add on" a step.
- Have your child jot down a list of favorite cars, favorite spots on the trip, landmarks to remember which way to go.
- Sing some favorite old songs as you travel. Teach your child a song from your own childhood.
- Provide your youngster with notebooks and pencil. Encourage the child to draw pictures and make notes of things of interest along the way. Help with the collection of samples to take back to the classroom.

Mathematics

- Decide how long it should take to reach your destination; let the child time your trip.
- Calculate mileage for each tank of gas.
- Have the child help fill the car, decide on the best gas guy, pay the attendant.

Social Studies

- Widen your child's horizons with visits to the airport, courthouse, a museum, a historic landmark, a factory, a newspaper--whatever is available in your community. Some television stations and local newspapers schedule guided tours.
- Have your child identify various states on license plates, list them and total the number from each state near the end of the trip.
- Show your child the place on the map you plan to reach. Have him/her follow your turns.
- Tell your child about the road signs. Have him/her describe what direction the arrows are curving.
- Compliment your children on their good behavior, helpfulness, and good memories.

(Arizona Education Association, n.d.; Raines, 1982.)

LEARNING ACTIVITIES FOR WAITING TIME OR TRAVELING
Grades K-6

Some parents feel guilty because they cannot take a lot of time out of their busy schedules to work with their children. These parents can help in other ways. For example, there are a variety of learning games they can play with their children during otherwise wasted time.

The following are games that can help develop skills in visual and auditory discrimination, alphabetizing, vocabulary, writing, reading, and so on. They were specifically designed to be played while traveling in a car, but they can easily be adapted to other empty-time situations such as waiting to see the doctor or riding in an elevator. The materials needed are readily available and purposely selected to be unlike typical school materials.

Perceptual Skills

A. Pretend you are a police officer and the next car that passes belongs to robbers who have just held up a bank. Study the license plate letters and numbers until the car is out of sight. Wait five seconds and repeat the letters and numbers.

B. Choose several travel folders (obtained from state welcome centers, motels and service stations) or objects from the glove compartment or litter bag. Allow children several seconds to study them. Then, while they cover their eyes, remove one of the objects. Let children guess which one was removed. Variation: Display several folders or objects in a row, allow players several seconds to study them, then mix them up, and let children put the objects back in their original order.

C. Designate one person to be "it." "It" begins play by saying, "Ritha, Ritha, Marie, I see something you don't see." The other persons try to guess. The one who guesses first gets to be "it." Variations: Provide clues. For example, "Ritha, Ritha, Marie, I see something you don't see and it rhymes with _____," or "its color is _____," or "it starts like _____."

D. Choose a color. All players look for something of that color. The first person to point out five things chooses the next color.

E. Using travel folders, newspaper, or other printed material, cut or tear pages apart. Put them back together using cues such as color, letter size, or shapes.

F. Using travel folders, discuss the main attraction of each. Mix them up, then let players identify the attractions.

G. Choose several travel folders, line them up, and take turns finding certain things. For example, "I see a wooden table. Can you find it?"

H. Have someone choose a word and whisper it from person to person. The last person says aloud what he or she heard. (The final word is often quite different from the original word.)

I. Let one player choose a word. The next player must choose a word that rhymes with it. Play continues until no more rhyming words can be given.

J. Listen to songs on the radio and list or name all the rhyming words.

K. Using travel folders, put in one stack all those folders that are primarily yellow, those that are primarily red, and so on.

L. Using main headings in travel folders, assign each child a "trouble" letter and have them find all the words that begin with their letter or contain their letter.

Alphabetizing

A. Look out the window until someone spots an object that begins with the letter a. This game can be played with everyone looking for the same letter, or with each person taking turns with successive letters. Then proceed through the alphabet.

B. The first player begins this game by saying, "My name is Annie, I'm going to Alabama and I'm taking an apple." The next player uses b and says, "My name is Bob, I'm going to Buffalo, and I'm taking a banana," and so on thru the alphabet.

C. Take turns describing the people in a town you have just passed through. Use adjectives beginning with a until everyone has had a turn, the use words beginning with b, and proceed through the alphabet. For example, the first player might say, "The people in this town are appealing," and the second person might say, "The people in this town are appealing," and the second person might say, "The people in this town are awful." Variation: Player one says, "I looked out the window and I saw an angry antelope." Player two says, "I looked out the window and I saw a big bull."

D. The first player says, "If I had a million dollars, I would buy an apricot." The second player repeats the first player's object and adds a second that begins with b, and so on. For example, "If I had a million dollars, I would buy an apricot and a banana."

Analysis Skills

A. Choose a consonant, consonant blend, or consonant digraph. Each person thinks of a word that begins with the specified sound until no more words can be supplied. Choose another sound and continue.

B. The first player says a word. The next player says a word that begins as the first person's word ends. Example: jump--parrot--ten--nut, and so on. Variation: Use names of states. Example: Texas, South Dakota, and so on.

C. Look at pictures contained in travel folders or magazines. Write the beginning letter on every object your child can identify.

D. Have one person call out a word and the other players clap out the number of syllables it contains.

Vocabulary Development

A. Select a word and write it down. Give clues about the word until someone guesses it. The person who guesses correctly then chooses a word and play continues.

B. List all the adjectives, nouns, and verbs from signs that you pass. One person may be assigned verbs; another, adjectives.

C. Select a word and write it down. Give clues about the word until someone guesses it. The person who guesses correctly then chooses a word and play continues.

Comprehension Skills

A. Read a sign along the highway. Count to 10. Then have your child recall the main idea and supporting details contained in the sign.

B. Using travel folders, classify each according to specified criterion. Example: Classify all drive-through tours, all-day tours, all within one city, all within one state.

C. Select one person to be "it." This person makes up a question and the other players must raise their hands if they know the answer. The first player to raise his hand (or clap) gets the first chance to answer. If he is correct, he may ask the next question; if not, someone else gets a chance and becomes "it." Example: What were the seven dwarfs' names?

D. Select a key word and ask players to supply related words until no more can be added. The last person to supply a word becomes "it" and calls another key word. Example: Car--wheel, mirror, gas, engine, and so on.

E. The first player selects a category, the second player a letter of the alphabet, the third player must supply something that fits in the category and starts with the letter. For example: The category is animals and the letter is h. The answer may be hen, horse, hare, and so on.

Language Stimulation and Expansion

A. The first player begins a story and each player adds a part, until the story reaches the last player. He provides an ending.

B. Choose a nursery rhyme that everyone knows. Tell it in everyday language with contemporary characters, but keep the original plot. The first person to correctly identify it gets to make up the next modern nursery rhyme.

C. Take turns describing the things you see while looking at the clouds or stars.

D. Choose an object or animal and pretend to be that thing. What would it say? How would it feel? What would it do?

E. Choose a problem or make up a situation and decide how this problem could be solved. Example: What if we ran out of gas now? What if we had a flat tire and found the spare was also flat?

F. Fill a paper bag with small objects. Have your child reach in, feel an object, describe it, and then guess what it is.

Writing and Spelling

1. Make a list of things to look for on the trip. Check them off as they are found.

2. Have your child keep a trip diary describing interesting sights you have passed along the way.

3. Keep a list of all the state license plates seen during one day or throughout the trip.

(McWilliams, 1980)

LEARNING ACTIVITIES

Parents Can Do With Their Children

Grades: 7-12

HELPING THE OLDER CHILDREN

Reading Comprehension

Reading comprehension is a frequent problem for the adolescent reader with special needs. He may recognize words or be able to sound them out phonetically and pronounce them, but he still may fail to understand their meanings. Lack of comprehension is especially serious in later school years when the student is not able to read on grade level. How can parents help? They can:

- o Find high interest, low reading level books and magazines.

- o Discuss materials read with the student: help him to find the main idea and to rephrase the story in simple words.

- o Record textbooks on tape so that the student may listen to the tape as he follows along in his textbook. Such help enables the student to keep up with class assignments as he improves reading skills.

  NOTE: The teacher must request permission from the textbook publisher before any textbook can be taped; publishers will usually give permission for such usage with disadvantaged children.

- o Help the student to organize his work and break it down into more manageable parts.

- o Encourage the student with learning problems to become a volunteer reading tutor. Research shows that those who tutor younger children in basic skills often make greater improvement themselves.

- o Read two different accounts of an event to the student. Ask him to tell you whether he has enough facts to determine which account is correct.

- o Type up a story or article on the student's reading level. Cut the paragraph apart. Ask the student to put them back in order.

- o Give the student practice distinguishing statements of fact from statements of opinion.

- o Help the student to ask questions about the book or article he is about to read. This helps him to look for answers as he reads.

- o If the subject matter the student is reading relates to history, help him to make a time line which helps him understand the events in relation to other things he knows about.

- o Help the student to understand "long ago" by making a time line which places in perspective events he understands--from cave man through the discovery of American, the Revolutionary and Civil Wars. World Wars I and II, inventions, presidencies, the year of his birth.

- o Interview the student about a topic he knows a lot about: ask him to interview you. Tape record the interview.

Ways to Encourage Reading

Volunteers, parents, and teachers can find ways to encourage the older student to read, even though he may not associate reading with pleasure. Techniques include these:

- o Help him find interesting books on his recreational reading level (he knows nearly all the words--material is below his grade reading level). The teacher or librarian can

provide lists. Publishers of paperback books list many titles for students who read below grade level: the section may be called "for reluctant readers."

- o Read an exciting part of a book aloud to the student. Stop reading in the middle of the action. Ask if he would like to read the rest of the book by himself or together.

- o Discuss with the student books he has enjoyed--ask him to tell you about a section he liked a lot, why he thinks the author wrote the book.

- o Choose a book which you think will interest him. Alternate reading pages or paragraphs. When you are encouraging the student to read for pleasure, never ask him to sound out a word he doesn't know. If he pauses, wait a bit to see if he can come up with it, but supply the word if he doesn't. Ask questions about what you have read together.

- o Read aloud a newspaper or magazine article or a chapter of a book that you think he will enjoy. He can concentrate on thinking as you read. Reading aloud with a friend is enjoyable for all of us.

- o Encourage the student to keep a list of books he reads. Some students enjoy keeping track of books read by printing the title of each book on a strip of colored construction paper which is then pasted on his "bookshelf" (drawn on a sheet of colored). Each strip represents the spine of a book.

Thinking Skills

Parents can bring high interest materials to stimulate the student's ability to solve problems and think through consequences. For example:

- o Cut a comic strip apart (one which has an obvious sequence) and ask the student to put the boxes back in correct order.

- o Paste a blank paper over the words in the balloons of a comic strip and ask the student to observe the actions pictured and fill in the words.

- o Prepare columns such as those below and ask the student to connect the cause with the possible effects.

a 20-inch snowfall	breaks legs
sunshines warmly	monkey escapes
man falls on ice	snowman melts
cage door left open	schools close

or to connect parts with wholes:

page	house
root	plant
tire	car
door	book

- o Ask the student to categorize a group of words, such as Buick, banana, pansy, beaver, zinnia, Ford, goat, orange, Cadillac, apple, marigold. Or make a chart with category headings at the top and ask the student to fill in words for those categories.

- o Give oral instructions for how-to-do or make something, such as a paper box or airplane. See if he can follow your directions. Give help if he needs it.

- o Describe how to play a game. Ask him to teach other students.
- o Ask the student to read a

newspaper article which you think will interest him, then to write a headline which summarizes it. Compare his headline with the newspaper's headline.

- o Present a problem situation and ask the student to resolve it, or read a brief story but stop before the end and ask him to predict what will happen.

Language Experience Story

The language experience approach is often used to help young children learn to read. It is also useful for the older student who has a problem with reading. The volunteer capitalizes on the student's interests and experiences and uses the student's own words to write a brief story. The student's familiarity with the subject and vocabulary helps him to read.

To write a language experience story, the parent talks with the student about one of his interests--a favorite television program, a trip he has taken or would like to take, a hobby or sport. Or the parent may use a picture to start the conversation, or ask the student to finish a sentence such as "If I could visit any place in the world, I would . . ."

After he talks out the topic of his choice, the parent suggests that he dictate a story about it as he or she writes it down. The story should be about four or five sentences. Ask the student to read each sentence aloud as you finish writing it. Decide on a title for the story.

Before the parent meets with the student the next time, write or type the story and make at least two copies. He or she may develop a variety of activities to use with the story dictated by the student, such as:

- o Ask the student to underline one of the words. If he can't find it, tell him which line it is in or what letter it starts with. If he still can't find it, show it to him.
- o Ask the student to find other words which begin with the same letter as the word he located--or any other words the parent names.
- o Ask the student to copy some of the words and read them back to you.
- o Play a game of concentration with the words. Ask the student to make two cards for each of six words: two cards may say **truck**, two will say **fast**, and two will say **highway, etc.** Turn the 12 cards over and take turns turning them up, two at a time. A player who turns over two cards which are just alike keeps those cards and gets another turn. Let the student take the game home at the end of the session.
- o Give the student one copy of the story to take home. If he can write or print easily, ask him to recopy it in his own handwriting. One of the copies should be put in a notebook so that the student can later re-read each story he has dictated--or he can share his "book" with family or friends.

Study Skills

Parents can help a student learn how to research a topic of interest. The parent may help the student pursue an interest, such as deep-sea diving or hang gliding. In the library they can use variety of sources to gain information, including: tables of contents, maps, card catalog, indices, charts, encyclopedias, glossaries, diagrams, Reader's Guide, appendices, graphs, almanacs.

Parents can help students to appreciate how a graph or table presents information in ways to show comparisons and contrasts. Many students skip over such visual aids, perhaps because no adult has ever shown them how to learn from them. The student might create his own graph, chart, or map using information available to him. For example, he could graph the height and weight of ten classmates.

Parents can also help students learn skills which make their study time more effective, skills such as note-taking and skimming and previewing. Students need to learn to vary their speed in reading different types of information, depending on the purpose of the reading.

The parent can bring to the classroom other types of reference works used in everyday living: local maps and bus schedules, mail order catalogs, newspaper advertisements, television listings, a telephone directory and the yellow pages, a cookbook, and an operating manual for an automobile.

To expand the student's vocabulary, the parent can present a game which uses common words of warning, such as CAUTION and FLAMMABLE, words which give directions such as ENTRANCE and LEFT TURN ONLY, and other words the student needs to know throughout his life. (See Essential Vocabulary)

All children need practice to learn words used in following written directions, words such as underscore, opposite, suffix, and parallel, for they cannot follow the instructions unless they understand the words and concepts they convey. Parents can assist teachers in giving children practice using these words. (See Words Used in Following Directions.)

Many students can profit from extra practice with dictionary skills--learning to alphabetize, find synonyms, use symbols for pronunciation, abbreviate.

Math

Parents can help make learning an active process, one that invites students' participation and involvement and makes learning relevant to everyday life. The subject of mathematics offers many opportunities for active learning, for so many math concepts can be taught and reinforced through objects. For example:

Dominoes teach set theory, matching two dots to two dots, etc.
Dice can be used to demonstrate probability.
Cuisenaire rods show relationships.
Number lines can confirm learned number facts.
Pie charts demonstrate the meaning of fractions.
Calculators help ensure a failure-free climate for learning.

A child learns mathematical concepts on the playground when he sees a larger child balancing a smaller one on the see-saw; in his own kitchen when he uses measuring cups and spoons for recipes; in sports when he learns percentages through batting averages. Parents can help the student see the relevance of geometry by discussing angle shots in ping pong or billiards, and can make two-digit addition interesting by helping a student to score a strike followed by a spare in bowling.

The parent should encourage the student to investigate problems on his own, using objects--learning the concept of division by cutting a cardboard strip into smaller strips of equal size, learning liquid measurements and their relationships by pouring water into container of various sizes.

Learning with objects can be moved and stacked and re-grouped is more vivid, more pleasurable, and more likely to be remembered than learning from a page which pictures a child moving objects. Active learning provides the student with instant feedback and reinforcement of learning.

Many a problem learner has trouble interpreting workbook or textbook problems in which a situation is described with words and symbols. But a student may succeed with a problem when he has objects to move. For many children, the concrete experience must come before they can understand an abstract concept.

The student who has not succeeded in completing assignments from textbooks or work sheets may gain confidence in his ability to estimate, solve problems, and make predictions when he is actively involved in learning. He can make a mistake when dividing objects equally and learn from the error. The student who is permitted to use a calculator to check his multiplication problems gets reinforcement of correct answers after using his own thought processes. The confidence he gains leads to greater competence.

Career Planning

Few high schools have enough counselors to give students enough time and attention to meet their needs and answer questions. In many urban schools, the ratio may run as high as 800 to 1.

> "Young people are simply not getting the career guidance and counseling that they need so very, very much and yet there is an excess supply of counseling and guidance expertise in every community in this country. It is easy for me to put together, at least in my thinking, that every young person would be identified with someone in the community who would like very much to provide one-to-one guidance and counseling. In every community the complete potential to provide that kind of assistance exists and it is just a matter of working out the delivery system."
>
> - Former Secretary of Labor Willard Wirtz at NSVP's Seventh Annual Conference, March 1, 1978.

If most young people need more help from the community in career planning, just think what an added burden this is for the adolescent who has learning problems!

Every community has a rich reservoir of potential volunteers who can:

- o speak to classes and to individual students about their careers, and invite the students to tour their places of work;
- o work with students in adult-youth service projects which will enhance self-image and provide opportunities to explore careers;
- o welcome students to part-time jobs and mini-apprenticeships to give students a realistic view of an occupation;
- o staff a career counseling center supervised by the guidance department; parents could assist students in self-evaluation, decision-making, career exploration, and in selecting college or other post-high school training.

(Cunninggin, Whitty and Dorothy Mulligan, 1979)

Words used in following directions

Some children do not do well on tests because they do not understand the words used in giving directions. Parents can help children understand concepts, processes, and word meanings. Many of the words commonly used in giving directions are listed below.

add
after
alike
aloud
alphabet
alphabetical
answer
answers
antonym
around
array
before
begin
beginning
behind
below
beside
blank
bottom
box
circle
color
column
corner
cross out
cut
difference
different
direction
divide
dotted
draw
end
ending
erase
estimate
example
fifth
fill in
first
fold
folder
fourth
glue
hold
homonym
horizontal
how
in between
in front of
last
left
line
make
mark
match
middle
miss
missing
multiply
ninth
opposite
order
over
page
paint
paper
paragraph
part
paste
phrase
picture
plural
prefix
question
read
rhyme
rhyming
right
ring
row
same
say
second
section
sentence
sentences
seventh
silent
silently
singular
sixth
space
spaces
spell
spelling
start
stop
subtract
suffix
tenth
third
top
trace
twice
under
underline
vertical
what
when
where
which
who
why

Essential vocabulary

Parents can help students to understand the meaning of these commonly used words which warn or give instructions. (From Corlett T. Wilson in The Reading Teacher, Vol. 17, No. 2, November 1963)

Adults Only
Antidote
Ask Attendant for Key
Beware
Boys
Bridge Out
Bus Only
Bus Station
Bus Stop
Caution
Closed
Combustible
Condemned
Construction Zone
Contaminated
Curve
Danger
Dangerous Curve
Dead End
Deep Water
Deer (Cattle) Crossing
Dentist
Detour
Dim Lights
Dip
Doctor (Dr.)
Do Not Block Walk (Driveway)
Do Not Cross, Use Tunnel
Do Not Enter
Do Not Inhale Fumes
Do Not Push
Do Not Refreeze
Do Not Use Near Heat
Do Not Use Near Open Flame
Don't Walk
Down
Drive Slowly
Dynamite
Elevator
Emergency
Emergency Vehicles Only
Employees Only
End Construction
End 45
Entrance
Escalator
Exit
Exit Only
Exit Speed 30
Explosives
External Use Only
Falling Rocks
Fire Escape
Fire Extinguisher
First Aid
Girls
Handle with Care
Hands Off
Help
High Voltage
Hospital Zone
In
Information
Inspection Station
Instructions
Keep Away
Keep Closed at All Times
Keep Left (Right)
Keep Off (The Grass)
Keep Out
Ladies
Lane Ends
Last Chance for Gas
Left Lane Must Turn Left
Left Turn Only
Left Turn on This Signal Only
Live Wires
Loading Zone
M.P.H.
Mechanic on Duty
Men
Men Working
Merge Left (Right)
Merging Traffic
No Admittance

Essential vocabulary (continued)

Flammable
Found
Four-way Stop
Fragile
Freeway
Garage
Gasoline
Gate
Gentlemen
No Minors
No Parking
No Passing
No Pets
No Right Turn
No Right Turn on Red
No Smoking
No Standing
No Stopping
No Swimming
No Trespassing
No Turns
Not for Internal Use
Nurse
Office
One Way--Do Not Enter
Open
Out
Out of Order
Pedestrians Prohibited
Playground
Poison (Poisonous)
Police (Station)
Posted
Post No Bills
Post Office
Private
Private Property
Proceed at Your Own Risk
Pull
Push
Railroad
Rest rooms
Resume Speed
Right Lane Must Turn Right
Right Turn Only
Road Closed
Road Ends
Safety First
No Checks Cashed
No Credit
No Diving
No Dumping
No Fires
No Fishing
No Hunting
No Left Turn
No Loitering
School Zone
Shallow Water
Shelter
Slide Area
Slippery When Wet
Slow Down
Slower Traffic Keep Right
Smoking Prohibited
Speed Checked by Radar
Steep Grade
Step Down (Up)
Stop
Stop Ahead
Stop for Pedestrians
Stop Motor
Taxi Stand
Thin Ice
This End Up
This Lane May Turn Left
This Side Up
Traffic Circle
Truck Route
Turn Off Lights
Up
Use before (date)
Use in Well Ventilated Area
Use Low Gear
Use Other Door
Violators Will Be Prosecuted
Walk
Wanted
Warning
Watch Your Step
Wet Paint
Winding Road
Women
Yield
Yield Right of Way

(Cunninggin, Whitty and Dorothy Mulligan, 1979.)

SUGGESTIONS FOR HELPING JUNIOR HIGH AND HIGH SCHOOL STUDENTS

Reading and Writing Skills:

- o A high school student can draft a letter of request or complaint to a business or agency. By 11th grade he/she will have learned proper format.

- o One of your pre-teenagers can write that letter to Grandma or Cousin Lucille that you've been putting off. Correct the first draft. Have them copy it and send it off. Cousin Lucy will appreciate it--and your child's writing ability will improve.

- o Have older children read the instructions of a game, a do-it-yourself kit, an operating manual for a car or a medical insurance contract.

- o A junior high school student can read a newspaper article to the parents and then write a summary of the article along with his/her impression of it.

- o A high school student and his/her parents do a one hour observation of the natural environment found in the home backyard. After the observation is completed the student writes a composition using as many descriptive words as possible.

- o When your children have composition assignments to finish at home, ask them to discuss the topic with you before writing.

- o Encourage your children to read their writings aloud. Here are a few good questions to ask about their writings; these questions make your children think about the meaning and clarity. Who is your audience? For whom are you writing? What is the purpose of your composition? Is it to instruct, to influence or to entertain? What do you think is the best part? What part would you like to improve? If you had plenty of time, what section of the composition would you change?

- o When commenting on your children's writings, check the content first. Then, you can correct the grammar and spelling by asking questions that show how these errors confuse the reader.

Mathematics:

- o Adolescents can wrestle with your family budget. Give them a mock checkbook and show them how to keep it balanced.

- o A junior high school student can help his/her parents to calculate percentage discounts on the prices of several food articles while grocery shopping.

- o A junior high school student and his/her father can calculate how much time they will need to get to a particular town if they keep driving at a certain speed.

Social Studies:

- o Discuss the world of work with your child, including the demands of various jobs and professions and the work and training necessary to qualify. Stress the idea that training can begin at an early age and that attention to school work is vital for future success.

- o Don't be afraid to guide talk with your teenagers into the fascinating realm of ideas. Junior high and high school students love "bull sessions" on serious topics.

Other Areas:

- o Encourage the habit of vigorous daily activity. Active play builds strong muscles, which are basic to good health and posture. Join your child in active games and stress good sportmanship.

- o Does your child "hate" a certain subject? Find out why. Your child may need extra help. Maybe your own aversion to a certain subject has caused it. Seek the reason behind the dislike, then enlist the teacher's help so that you can work together to conquer it.

(American Federation of Teachers, 1984; Arizona Education Association, n.d.; Mercado, 1986.)